Philosophy of Classroom Management

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**Introduction:**

Classroom management is having a classroom in which both the teacher and students can work successfully. Regarding classroom management I think of the teacher being in control. The teacher makes the rules and that is how management begins. I was unaware of all the different models and components necessary to make a classroom function. I was eager to learn and understand the importance of managing a classroom. Learning about all the different models and components there are out there to make a classroom a safe learning environment for the students and teachers it is hard to think of just certain ideas to bring into the classroom that I will like to work and what will work for the students. I had to think about what I will adopt in my classroom when I become a teacher what. It took me a while to think of what strategies will work for me and that I felt comfortable with using. I thought about all my experiences I had observing teachers and seeing management inside the classrooms. I have seen a lot of scenarios dealing with problem children, special needs children and children who just need a boost. I saw how teachers and aides dealt with those children to keep the classroom running smoothly, and I put myself in their shoes and ask myself what I would do in that situation. When thinking about my own philosophy in classroom management I think I would include all components of Domain 2 and many models I have learned in my classroom management class.

**Component 1:** Creating an Environment of Respect and Rapport

I would bring to the class the first day is the idea of respect and rapport. I would already have my classroom set up in an arrangement so the children would feel welcomed and safe. The idea for me is important not only in the classroom but outside as well and if you want students to act in a respectful way you need to establish expectation for everyone in the classroom. On the first day I would have the students as a whole come up with the rules of the classroom so they understand that it is not just my classroom but it is their classroom as well. I want my students to know that the classroom is a safe place where they can learn and be themselves. Having an environment of respect is the first step I would want to take to break barriers with the students. What I mean when I say break barriers is that I want my students to know that they have a place where they can let their imaginations run in the classroom. I want my classroom to be a friendly environment where the students do not worry about who is popular. I want my students to not only learn the material but I want the students to come into my classroom and forget all the bad and but the disagreement and status of everyone behind them. I want them to be able to enjoy each other’s company and ideas. It sounds like I want the perfect classroom and I know every teacher wants that but I do feel like it is a possibility.

**Component 2:** Establishing a Culture for Learning.

In today’s society a classroom is filled with students from all around the world and all different backgrounds. All teachers have to be aware and knowledgeable about their students today. Establishing a culture for learning is a major component to tackle for teachers. I would love to establish a classroom that is filled with materials that the students can use to work so the students can take pride in what they accomplished. I will have expectations for my students and the work that they prepare for me and themselves. I would love to incorporate every culture of my students throughout the classroom and in my lessons. I want to establish a classroom where students will not be afraid to show off their work and they will take ownership of what they have done. My major goal is to make students understand the importance on their work and how they complete the task. I see many students how just do the work just cause it was assigned and not but they want too. I sometimes do the same thing with my own work now and being older I have a better understanding of how my work represent me and the person I am. I wish that I had understood this in at a young age because I would have done my work a lot differently. I want to make sure each child knows that whenever they hand a piece of their work in it’s not just for a grade it is a representation of them as a person. I can do this if I establish a culture for learning. I plan on establishing this component by letting the students know not only will their work be sometimes graded but will be hanging up around the classroom and hallways for the school to see. It will also be put into a binder and will go throughout each grade with them. I feel if a student understands that it is not just some boring assignment a teacher has given but it is an assignment that will reflect back onto them as a person and student.

**Component 3:** Managing Classroom Procedures

Some procedures I would like to adopt into my classroom will complement my management plan such as classroom jobs, certain transitions, and group work. I would like to establish some of these procedures right away in the beginning of the school year. Every student would be assigned a job and that job would last a week long. When a new week begins the students would choose new jobs. The jobs would entail sweeping the classroom, taking out the trash, erasing the boards, and other task along those lines. Jobs would begin right away and I would like the students to know when to do their jobs without verbal instruction within the first month. Another procedure I would like to establish is smooth transitions. I really enjoy when teachers have clever ways of transitioning to a different topic or subject. Having an action or word helps the students know how the teacher is doing with the lesson and they know what they need to do to either transition or complete a task. My classroom will have procedures that students will understand and be able to follow; sometimes without a verbal cue. That’s my most important goal is to maintain a smoothly run classroom where the students understand me and I understand them. I feel when procedures are established the classroom is just managed in a certain way that there is no confusion for the teacher or students.

**Component 4:** Managing Student Behavior

Managing student behavior is something I feel must be in simple text and directions so the students understand how they are suppose to behave. I will have expectations for my students and I’m sure they will change over the first few months of my teaching career because I will have a better understanding of what I want for my students. My outlook will not be anything crazy I feel I will be a little laid back but still firm to the point my students will understand me. I will have clear objectives for my students no matter what grade I will be teaching. They will comprehend where I stand as their teacher and where they stand as a student but I also want my student to understand where we all stand as a class that we all have to work together if we want to achieve our objectives. I want them to be able to talk to me and tell me their feelings on certain topics and rules. I want to have a classroom where we can talk about a problem and come up with a solution together to solve the problem and make sure the problem does not occur again. I definitely will have a system to track behavior if it is a ticket system for good behavior or something like I caught you being good. For example I will take the student who is acting out or are getting off track and have something like get a red card and they will have to work to go back to a green card. This idea is that every student will have a red, green, and yellow card on the front of their desk when a student is behaving correctly the card will stay green, if the students having an off day it can turn to yellow or red depending on the behavior of the student. The colors could change throughout the day and it will depend at the end of the day if a student still has a red card on their desk a consequence will be given. I will have a system of consequences that are appropriate for the action that took place but I feel like it will have to be an action that will have to happen once a wrong act is done.

**Component 5:** Organizing a Physical Space

When I was little I would draw up what my classroom would look like and how everything would be set. There are so many obstacles and arrangements that a classroom can be arranged. I would start off with a traditional set up that is, with students’ desks in rows just so we can get comfortable with one another and establish rules and expectations of each other. Having a successful and productive classroom is dependent on how the students’ seats are arranged in the classroom and the other furniture is arranged. I will change seating often just to be able to look at certain things in a different angle. I believe the most productive class is a classroom where things are organized and easily accessible. When the classroom is organized everyone can work productively and will not be distracted. I will strive to have a classroom that is well organized and well productive for the students and me. I will do this by having the classroom arranged in ways that the students are comfortable and I can move around to teach affectively.

**Discipline Models:**

There are many different models that teachers use in their classroom and as a pre service teacher I am able to see models in action and to read about other models and the questions that come up about what model will I use in my classroom. Everyone has their ideal classroom in their head and what teacher they will be and I did. After teaching my lesson in practicum I had to reevaluate my whole discipline plan. I really enjoy the Jones model and how it more indirect and I can just walk up to the student and they know to stop the action they are doing. I also like Kounin momentum model I like that the teacher knows what is going on at all times in the classroom and can control the classroom. The teacher is more laid back in a sense of taking care of problems and keep a smooth running classroom. If a big problem did occur in the classroom I would want to end it right away but in a way that it wouldn’t happen again. I think I would do this by gathering everyone involved and having a group meeting on what we can do and how to fix the problem. I believe in reflection on wrong behavior and I believe when a child looks back and has to think on their own how to change it and fix the problem it is very affected because it’s not an authority figure telling them what to do to fix it is the student who has to come up with the solution. Which then would bring me too Glasser reality theory allowing the students to understand their behavior and understand why they receive the consequences for that behavior. I would have this method in my classroom at any age. For this model to work it would have to be a school wide approach but I do believe if a I start it in my classroom other teachers will catch on and hopefully integrate it into their own classrooms.

**Conclusion:**

When thinking about my classroom management philosophy I wasn’t sure where I was going to begin because I have so many ideas and visions of my classroom and teaching methods. I wasn’t sure how to narrow it down to what I actually thought. I believe I have a good idea of what is needed when the time comes to manage a classroom and it will be trial and error until I find what works for me.